

SATHYA SAI PRIMARY SCHOOL MURWILLUMBAH

Governing Body: Sathya Sai School NSW Inc.
Registered Office: 9 Nullum St. Murwillumbah NSW 2484



Education in Human Values

Annual Report 2007

School Office Hours:

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Sathya Sai Primary School

Introduction

The Sathya Sai Primary School is a non-denominational primary school based on universal values that are the core values of all faiths and cultures. These values are inherent in all beings, and are drawn out through our values program which is based on Love, Peace, Truth, Right Conduct and Non-Violence. All our school policies are based on these five values and comply with the requirements of the NSW Board of Studies and DEEWR.

This report includes public disclosure of the educational and financial performance measures and policies of the school as required from time to time.

Procedures

- The Principal is responsible for co-ordinating the final report preparation and distribution to the Board and school stakeholders.
- The Teaching and Learning Convenor is responsible for Literacy and Numeracy data and reporting of national and state-wide assessment procedures.
- The Well-being & Self-discipline convenor is responsible for all student welfare/discipline information
- The Bursar for financial reports, the financial questionnaire and for the collection of relevant data ensuring it is provided to DEST in an appropriate form.

Staff

All classroom teachers are primary trained graduates of an Australian University and two have masters degrees. The staff members for this school are as follows:

Principal:	Mrs. Bronwyn Gowing
K/1	Mrs. Sangita Naidu
Grades 1 & 2:	Mrs. Anne Watkins
Grades 2/3	Mr Chris Jenkins
Grades 4	Mr Mark Baker
Grades 5 & 6	Mrs Leelah Broughton
CAPA and relief	Ms Mukthi Carlyon
Teachers' Aides:	Nila Poudal, Isabela Keski-Frantte
Music teacher:	Ms Jenny Mills
Library:	Ms Kylie Freeman
Bursar:	Mrs Roz Molloy
Secretary/Receptionist:	Ms Carolynn Poll
Finance, book keeping:	Mrs Pauline Young

Vision: A model school in Human Values Education

Mission:

The mission of the school is to bring out character in children through the integration of human values into the school curriculum. We believe that education should not only promote academic excellence; education needs to incorporate values that promote healthy relationships; a vital component in the life of a child. We believe that the end product of education is character, the most valuable asset a person can have. In an atmosphere of love and mutual respect, each child is encouraged to excel and aspire to achieve his or her full potential.

Sathya Sai Primary School - 'The End of Education is Character'

To fulfill this mission the Governing body, Sathya Sai School (NSW) Inc, the School Management Committee, Staff and Administration will provide a loving whole school environment in which students strive to experience achievement of their full potential:

By providing:

- A safe, loving and nurturing environment for the growth of character.
- An environment where teacher, assistants and parents model the five Human Values

And also

- To nurture and respect the individuality of each person and to respect all faiths, races and cultures.
- To enhance teaching and learning opportunities through varied activities and teaching styles.
- To encourage for parent-teacher-school cooperation and the promotion of community involvement
- To encourage the development of a social conscience through service activities outside the school community
- To identify and provide for the special learning needs of each student
- To provide an opportunity for parents to play an active role in the integrated development of a socially conscious and ethically mature student.

Shared values: Love, Truth, Right action, Peace and Non-violence

These five universal human values underpin all school policies, teaching and learning practices and curriculum priorities. Values include those contained in the National Values Framework of the Australian Government values agenda 2005, such as care and compassion, doing your best, fair go, freedom, honesty and trustworthiness, integrity, respect, responsibility, understanding, tolerance and inclusion.

◆ Reporting Area 1: A Message from key school bodies

a. Sathya Sai School NSW Inc. (Governing Body)

Sathya Sai School NSW Incorporated is the registered body responsible for overseeing all the operations of the Sathya Sai Primary School. Through their oversight and policy, the Board of Directors of Sathya Sai Inc. ensure compliance of all operations in the School with the established norms of the Australian Securities Commission.

In particular the Board has the responsibility in respect of financial operations and in meeting with all the statutory requirements in running the business aspects of the School. These include establishing control and accountability systems, policies and procedures for the smooth functioning of operations and compliance with the requirements and expectations of the members, relevant government institutions and educational authorities. The Board is responsible for defining and monitoring the strategic direction of the School, for reviewing and approving budget, for appointing auditors and other professionals and for the oversight of committees established as necessary to ensure maximum efficiency of all the operations of the School. The Board of Directors of the Sathya Sai Inc. is drawn from two relatively independent bodies- Sathya Sai Organisation and the Institute of Sathya Sai Education. The Sathya Sai Organization assists the School through making funds available for the day to day operations of the School. This includes the provision of land and buildings and other amenities for the proper functioning of a modern well funded independent school. The Sathya Sai Organization is responsible all the funding of all capital projects undertaken by the Sathya Sai Inc.

The Institute of Sathya Sai Education is responsible for overseeing educational standards in the School and for the development and continuous evolution of the Sathya Sai Education in Human Values (SSEHV) program in all the facets of the School culture. In this respect the Institute ensures that policies and procedures are implemented to achieve the vision and objectives of Sathya Sai Education. The Institute oversees the training of teachers in the philosophy and pedagogy of SSEHV, monitors standards and delivery of lessons and the integration of SSEHV into the State curriculum. The Institute is responsible for the appointment of the Principal and is involved with the appointments of all the teachers.

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Sathya Sai Inc and the Institute of Sathya Sai Education are assisted in their day to day management of the School by the 5 key Committees that regularly report to these bodies: Sathya Sai School Management Committee, Finance Committee, Education Standards Committee, Staff Selection and Review Committee and the IT Committee.

b. School Management Committee

The School Management Committee met 8 times during 2007. The major task undertaken during the year was the finalization of the building program for the expansion of the school that would allow the school intake to increase from existing numbers of 105 students to a student population of 175 students by 2012. The new facilities would include 7 additional class rooms and a new library. We anticipate that the building construction will commence during 2008.

The other major project undertaken in 2007 was the upgrade of the schools IT Network with the addition of a new server and 13 new computers.

The Committee continued to supervise the ongoing maintenance of the building and grounds. Additional shade cloths were erected. The front steps were re-sealed.

The school committee would also like to report that the parents and students of the school participated in a National Walk for values during the year which focused on raising the awareness of human values amongst the Australian community.

c. Parents and Friends Report

Functions

The role of the Sathya Sai Primary School Parents and Friends" Association is one of service support for the school and the school community. It aims to assist and cooperate with the teaching staff in public functions associated with the school and to promote the school within the wider community.

Membership

The P & F has a President and Vice President and a secretary. Meetings take place on the first Monday of each month during term time. These meetings are open to all parents of students attending the school and to all citizens within the school community – a quorum of five is required.

P & F Activities during 2007

During 2007 the P & F drafted its first constitution delineating its precise role within the Sathya Sai School. One of the initiatives of the P & F was to form several sub-committees in order to delegate responsibility and to tap into a wide range of parental skills on offer. This has seen the media-liaison coordinator help promote the school by submitting articles to local newspapers and the seeds for a school band and choir being sown. A structured program has been drafted for parents assisting students to improve their reading skills. Other areas of expertise with coordinators forthcoming included gardening, health, sport, library organization and proof reading.

Volunteers continued to staff Friday tuckshop with its growing emphasis on healthy food choices. One of the main social activities was the ever popular Bush Dance. Many parents took part in assisted and took part in the acclaimed end of year play 'The Heroes Journey'.

d. Students report on their contribution to the school

The Student Representative Council

The Student Representative Council are elected by the students on a grade basis. A prominent member of the local community invests the representatives with their badges of office at a special ceremony. The SRC saw their role as leaders who work with the principal and teachers to create a culture of values while ensuring the well being of the school. Helping to create a culture of values was seen to mean modelling good behaviour. Students saw their role as being good listeners, being helpful to all, being

Sathya Sai Primary School - 'The End of Education is Character'

responsible and showing initiative and drive in suggesting new ways of improving the school. Students felt the school should be "a safe and happy place" where all "felt included".

The SRC has worked towards this goal by having weekly meetings with the principal or a teacher to reflect on the tone, behaviour and climate of the school. During these meetings SRC members felt confident to air their views and suggest initiatives. For example they suggested and implemented a service event entitled "Tasty Tuesdays" where volunteers cooked hot lunches for other students, which they felt was in keeping with the school's values. As part of leadership training the SRC was given the task of running the weekly assemblies at which each representative took a particular segment.

Besides suggesting initiatives the students see the need to create and maintain a healthy and clean environment. They took the initiative to allocate areas of the school to each class to care and clean. Pride for the school grounds was keenly expressed.

The SRC saw the need to acknowledge student responsibility for behaviour this by presenting "good behaviour" awards during weekly assemblies as a means of acknowledging good behaviour.

◆ Reporting Area 2: Value-added information

Our school is unique in that it provides a holistic Human Values Program which is integrated throughout the curriculum. In 2003 the Inspection Team from the Board of Studies reported that "the Sathya Sai School has successfully integrated Human Values into the NSW BOS curriculum." This gives the children a language of values from which to develop ethical concepts and behaviour.

In 2007 the focus was on professional development to skill our teachers towards a thinking and innovative curriculum which further integrates the values into the teachers' planning.

Specialist teachers provided that added value to our school were:

- Dance
- Music – recorder and ensemble
- Circus skills (perceptual motor skills)

Other areas of improvement

- The hours for staff in the reading recovery program have been increased by 34%
- A whole school drama production which included involved all students and many parents
- The music students won 1st prize in the local Murwillumbah Music and Arts Festival in recorder
- Inter school Sports were commenced e.g. netball and soccer

- There was a focus on building relationships with other local schools

In 2006 the school identified areas to be addressed in 2007 and from this a set of aims were established. One particular area addressed was reading skills through benchmarking through an intensive whole school program as described below.

Aims for 2007

Our aims for 2007 were to

1. Instill love for learning by turning information to knowledge through achievable tasks and an individualised curriculum.
2. introducing thinking skills to make thinking explicit, visible and creative
3. introducing cooperative learning techniques in the class
4. explicitly teaching collaborative skills
5. ensuring regular and continuous assessment throughout the year through explicitly indicating expectations through criteria sheets for upper primary and benchmarking each term for reading for lower primary

Achievements

The teaching and learning programme also saw regular benchmarking for reading and we have had some extraordinary results this year. In our Kindy class 54% of kindy students attained a high standard of reading while in Year 1, 90% of students' attained outstanding levels of reading, while the remaining 10% was in the

Sathya Sai Primary School - 'The End of Education is Character'

high level. In year 2, 60% of our students were benchmarked at outstanding reading levels, while a further 30% were benchmarked at a high reading level. In Year 3, 82% of students were benchmarked at an outstanding reading level. What an incredible year for reading!

The Upper Primary school saw incredible progress in handwriting where 95% of students attained their pen license in year 4. Also in Year 4 all students are currently placed in reading groups where in 2006, 41% of students required individual assistance with reading. The Year 5 and 6 students saw the introduction of reading groups and a focus on novels and the literary appreciation of novels. The Upper Primary classes also saw the deepening of comprehension and excellence folders where students were taken through a process of planning, scaffolding (organising), writing, editing and publishing their work.

The achievements by the students this year were commendable.

Initiatives Introduced

This year we saw a move towards attaining systems and structure in place through common planning templates for teachers and introducing a common language of rubrics and assessment criteria for students work. With the introduction of assessment criteria sheets, students are clearly informed of expectations and standards. In this way students are given every opportunity to succeed as they know what constitutes an 'A' grade and can work towards those clearly defined standards.

We have also moved towards integrated learning by using Connected Outcome Groups (COGs). In integrated planning and learning, a theme is explored in all or most of the 6 Key Learning Areas (KLAs) of English, Mathematics, Science and Technology, Human Society and its Environments (HSIE), Personal Development Health, and Physical Education (PDHP) and Creative Arts and Performing Arts (CAPA). By using COGs, students are given the opportunity of exploring a given topic in depth. Moreover they are able to recognise the connectivity that exist in all areas of learning. Learning and knowledge is thus seen as making meaningful connections with the world and all its vastness. The important concept of unity in diversity is explored at all levels of the curriculum.

The school has given special attention to the teaching of music throughout the school focusing on skill in the use of the recorder. All students from Grade 1-6 receive recorder instruction and a special group has been selected to form an ensemble using a range of recorders. The skill and talents of the students have been used in the local community by providing performances at the local nursing home, Harmony Day and school assemblies.

The school won two first prizes in the local festival of performing arts in the only two areas we entered, recorder and singing.

In the second semester the whole school participated in our values musical production "The Hero's Journey". The production was supported by parents participating in the play.

◆ Reporting Area 3: Student performance in state-wide tests and examinations

In 2007 all students in grades 3 and 5 participated in the Statewide Basic Skills Test (BST). The number of grade 5 students was 10 and the number of grade 3 students was 16.

Grade 5 Literacy: 60% of students achieved band 5, 30% band 4 and 10% band 3 with no students in bands 6, 1 or 2. The school average was in upper band 4. With a state benchmark of 23 for reading, only one child failed to reach this and 30% of students had scores over 40 while 80% had scores over 33. Our enhanced reading programs delivered some excellent improvements.

Numeracy: 40% achieved the top band 6 with 20% in band 5, 30% band 4 and 10% band 3 with no students in bands 1 and 2. The school average is in band 5. The state benchmark of 20 for numeracy was exceeded by all children in grade 5 with 40% of students exceeding 40. One student showed 'extremely high level skills in numeracy', particularly in measurement and data and space geometry, coming in the top few percent of the state.

Grade 3 Literacy: 56% of our students were in the top 3 bands for literacy. Language is a strength area with writing the area of needed improvement across the year. One student

Sathya Sai Primary School - 'The End of Education is Character'

scored in the top 17% (in band 5) with the school average in band 3. This student scored almost 100% in language. With a benchmark of 12 for reading only two students fell below this number and with reading enhancement being the focus for teachers, ably assisted by our teachers' aides, we expect gradual improvements annually.

Numeracy: 69% of our students scored in the top 3 bands in numeracy compared with a state average of 55%. With no students recording below benchmark 12, the school's grade average was Band 3. State-wide 19% scored band 5, 26% band 4, 26% band 3, 20% band 2 and 9% band 1. That means that 55% of the states students were in bands 1,2 and 3 compared to only 22% in grade 5 so the bands are not easily comparable. One of our students scored 100% in space and geometry and in the top few percent across the state in overall numeracy. The numeracy component identified 4 students in need of remedial assistance in Year 3.

Table 1: BST results – percentages above benchmark

2007 Test	Year 3		Year 5	
	Percentage of students achieving the benchmark		Percentage of students achieving the benchmark	
Basic Skills Test (BST) Writing	School 100%	State 92%	School 90%	State 95%
Literacy	88%	87%	100%	91%
Numeracy	75%	91%	100%	93%

Table 2: BST results – percentages in skills bands

2007 Test	Year 3				Year 5			
	Bands 2-5		Band 1		Bands 3-6		Bands 1-2	
Basic Skills Test (BST) Overall Writing	School 100%	Statewide 92%	School 0%	Statewide 8%	School 90%	Statewide 95%	School 10%	Statewide 5%
Overall Literacy	88%	92%	12%	8%	100%	95%	0%	5%
Overall Numeracy	75%	91%	18%	9%	100%	93%	0%	7%

◆ Reporting Area 4 : Professional Learning, Teaching Standards,

We have 5 full time teachers and one part time specialist teacher. All staff are university and teachers' college trained professional teachers and all have teaching qualifications from a higher education institution within Australia.

All are in category (i) as specified in Section 3.10.1 of the Registered and Accredited Individual Non-government Schools (NSW) Manual.

Three of our teaching staff are currently enrolled in academic accreditation at the Diploma level with the Institute of Sathya Sai Education in Canberra in human values education. All teachers' aides are also being trained with this same Diploma. One member of staff has already completed this Diploma in Values Education.

Professional Development Activities 2007

- Strategic Questioning – by AIS Representative
- Using Spelling Rules – Dianne from Macmillian Publishers
- Reading Strategies – Phonemes, Graphemes, Word Attack Strategies by Trish Allen (literacy Consultant)
- Thinking Tools and Cooperative Learning by Spencer Kagan
- Reading and Comprehension Strategies by AIS Representative, Sue Bremmer
- Creating the most engaging and challenging thinking classroom by Ralph Pirozzo
- ISSE Diploma in Values Education
- Emergency First Aid – CPR training

◆ Reporting Area 5: Teacher attendance and retention rates

The proportion of staff retained from 2006 is approximately 50%.
One teacher retired, one did not return from maternity leave.
Teacher attendance averaged 90% and this was similar to the previous year.

◆ Reporting Area 6: Student attendance

The daily student attendance is 93%. This is similar to the previous year.

◆ Reporting Area 7: Post school destinations

N/A to a primary school

◆ Reporting Area 8: Enrolment area policies and profiles

In 2007 the school's enrolment policy was reviewed and updated. The policy is included below. The policy is provided to all enrolling parents in a school folder.

Procedures:

- All applications are processed within the school's enrolment policy.
- Consider each applicants' supporting statement/interview responses regarding their ability and willingness to support the school's ethos.
- Consider each applicant's educational needs. To do this, the school will need to gather information and consult with the parents/family and other relevant persons.
- Identify any strategies which need to be put in place to accommodate the applicant before a decision regarding the enrolment is made.

Student Population

The school has approximately 100 students in five classes. The school is currently in its 11th year. It is a non religious school and welcomes students from all faiths and philosophies. The students come from a wide range of backgrounds with a small number of students with special needs.

The Enrolment Process and the Enrolment Contract

Sathya Sai Primary School warmly welcomes you and thanks you for trusting us with the sacred role of caring for your child's education. We look forward to working together with you and to your commitment to the school's Educare philosophy including attendance at an initial EHV (Education in Human Values) Parenting Program conducted at the school. Our policy is for human excellence to be the main mission of the school and we expect that parents and guardians will reinforce this requirement in support of the school philosophy.

◆ History, philosophy and ethos of the school

Sathya Sai Primary School (SSPS) commenced operation on March 7th, 1997 and its whole curriculum flows from the Sathya Sai philosophy from which the EHV Model has been developed. The model combines the best aspects and ideals of the public and private systems of education and elicits the full potential that is already in each child.

The EHV model explicitly integrates values through all areas of the curriculum in a way that is acceptable to all religions and cultures.

Our aim is to demonstrate how this can be done within the framework of a standard curriculum, so that such an approach can be adopted by all systems, in a way that is compatible with both the public and private systems.

The EHV vision is to educate children for all aspects of life, and to fully develop their character and potential, both spiritually (in the broadest human sense of that word) and academically. We do not want education to

Sathya Sai Primary School - 'The End of Education is Character'

be a commodity; instead we want it to lead to a balanced, fulfilling and contented life, a life that contributes to and is supported by our society.

◆ Academic courses

SSPS is a mainstream K-6 primary school providing an holistic values-based education in the NSW Board of Studies 6 Key Learning Areas.

◆ Co-curricular activities

Our focus is on self-transformation from each individual's own conscience through a philosophy based on bringing out the pure potential that is resident in each child. An innovative music and creative and performing arts program, intensive swimming school, traditional sports options, a reading enhancement program facilitated by parents and community, whole-school values forums, on-going qualitative development of teaching and learning, well-being and self-discipline processes are regular activities within the school learning environment.

◆ Enrolment procedures including details about enrolment fees

Upon parents and guardians decision to enroll, the Principal will interview the child and family or carers to ascertain a cultural fit and answer any questions relating to your prospective school.

As we have grown to a stage where waiting lists are growing, the school is developing selection indicators and a process based on character and human excellence criterion.

When an enrolment is accepted a deposit of \$50 which will form part of the first terms resource fee (covering books, pens, travel, sport) is required to be paid.

◆ **Our Vision is to be a model school in human values education.** Our Mission is Human Excellence. Our Values: Love, Truth, Right action, Peace and Non-violence. Together we can build good children, a good community and society through human values education. We look forward to sharing this journey with you.

Kind regards,
Sathya Sai (NSW) Inc, Principal, Staff and School management Committee

Letter of offer

We hereby welcome you and your child _____
to enrol at Sathya Sai Primary School on _____
in class _____ with teacher _____.

This offer is conditional upon your signing that you have both read and understood the following conditions of entry and signed them indicating that you will concur at all times. Failure to sign this document will render the enrolment invalid. Failure to act in accordance with these conditions of enrolment will also render the enrolment invalid. This matter is subject to the discretion of the Principal or their delegated officer.

Conditions of entry

Sathya Sai Primary School will be named 'the school' in this document.

◆ Signing this document confirms your commitment to the school's Educare philosophy and requires attendance at an initial EHV (Education in Human Values) Parenting Program conducted at the school during your first possible school term with the school.

◆ The school publishes programs and activities in many school documents and the weekly Newsletter and **we reserve the right to amend programs** and activities from time to time to suit whole school needs.

◆ The **process in dealing with absences** from school will be for parents /guardians to contact the front office by phone or written note informing the teacher and school about absence related to either sickness, or leave that is approved by the Principal. Where no notice is given by parents/guardians, the reception staff will make contact after two days absence (on the third day) to ensure students need no further assistance. Extended absences require written notice at least 2 weeks prior to the absence.

Written reasons for student absence are expected on the day of return to accommodate legal requirements stating that schools are accountable for attendance registers and information relating to student well-being.

◆ **Requirements of the school relating to behaviour** of students:

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The school has an established behaviour code flowing from the five human values that defines expected behaviours enabling every child to have the right to learn. When a child impedes the right of another child to learn, a set of consequences have been stated and parents are asked to read about these matters in the Parent Handbook, the schools Strategic Action Plan and on the WATCH notice board working together with staff to ensure self-transformation of inappropriate student behaviour. 'Hands off', 'no put downs', 'no bullying' are expected codes of behaviour.

◆ **Policy on discipline and expulsion of students:**

If the Principal or any person deputising for the Principal, considers that a student is guilty of a serious breach of the rules or has otherwise engaged in conduct which is prejudicial to the school or its students or staff, the principal or deputy may exclude the student permanently or temporarily at their absolute discretion. The school has a direct line of processes that describe behavioural breaches. This is well defined in parent and teacher handbooks.

◆ **Removal of the student in case of a breakdown of relationship with parents :**

If the school management committee or the Principal believes that a mutually beneficial relationship of trust and co-operation between a parent and school has broken down to the extent that it adversely impacts on that relationship, then the school, the school management committee or the principal may require the parent to remove the child from the school.

◆ **Uniforms:**

Correct school uniform as described in the parent handbook should be worn at all times. On rare occasions where this is not possible, as close a colour and style may be substituted for a day or two only. Our policy is for student excellence to be the main mission of the school and we expect that parents and guardians will reinforce this requirement in support of the school philosophy. No hat no play is our very distinct policy. Black shoes and sox, dark green culottes for girls or pants for boys with either a white, gold or dark green school shirt are uniform. Tidy hair and personal hygiene are required as part of the school's policies on respect and responsibility.

◆ **Notice of withdrawal** must be give two weeks prior to withdrawal of a student and good prior communication about any matter pertaining to withdrawal needs to be expressed to the principal.

◆ Information regarding **fees and possible fee increases**: no school fees are charged at this school. Parents, guardians and members of the school community are welcome to donate funds as they see fit, through the principal or bursar. There is no expectation of this however.

◆ **Payment for books and stationery:**

A stated resource fee to cover books, stationery, some local travel to school excursions or service projects such as nursing home visits by school singers.

◆ **Permission for urgent hospital or medical treatment:**

If a student needs urgent hospital or medical treatment of any nature and the school is unable to contact the parent or guardian after making reasonable efforts you authorise the school to give authority for such treatment. You indemnify the school, its employees and agents in respect of all costs and expenses arising directly or indirectly out of such treatment.

◆ **Permission is given** for photographs of your child to be reproduced in school documents/ websites and go with teaching staff on **short excursions within the Murwillumbah township.**

◆ **Responsibility for care of personal belongings:**

Students are responsible for their personal belongings and the school will not be liable for any loss of these belongings.

◆ **Requirement to take part in school activities**

As part of the school's commitment to the NSW Board of Studies Key Learning Areas, students are expected to participate in all reasonable activities as set by classroom teachers and the principal.

◆ **Overseas students provisions:** parents and guardians must declare visa or residency status to the Principal to enable the school to follow legal requirements of the Australian government. Failure to do so will forfeit enrolment offer at any time.

◆ **Future amendments to terms and conditions of enrolment**

Sathya Sai Primary School - 'The End of Education is Character'

The principal or school management committee may alter these conditions of entry at any time by notifying parents/guardians in writing. Alterations will apply from the date of the notice.

◆ Responsibility of parents to advise school of **change of address and contact number**

Parents and guardians have a responsibility to immediately (within one week of any change) notify the school of a change of address, contact number of themselves or the alternative contact person stated on the enrolment form.

Please sign that you have read, understood and accepted these conditions of enrolment, agree that all information given by you is correct and that you will abide by these conditions at all times.

Signed by all parents/guardians

_____ (parent/guardian) _____ p/g)

Date _____

ENROLMENT CONTRACTS – FEES

Background

1. Enrolment contracts generally refer to three kinds of payments or fees. They include:

- an application fee
- a non-refundable acceptance fee (also called enrolment fee, registration fee, entrance fee, confirmation fee or like name)
- school fees

SSPS has no school tuition fees. A small resource fee is levied each term to cover money outlaid by the school to cover the cost of books, pens, some minor excursions etc. Policy on money ensures that no expectation of donation will be considered. Where it is considered that a purchase is necessary, a simple statement of the cost may be made with no request for money ever stated or inferred.

Resource fees are usually payable in advance.

One term's notice is required before withdrawing a student from school.

The application form

- ◆ Personal information about both parents and the student
- ◆ Details of special circumstances of the student that may need to be taken into account by the school (such as medical conditions, special gifts or talents, special needs, psychological test results, English as a second language)
- ◆ Clear indication that the student will need to be offered a place before enrolment can be confirmed
- ◆ Current school fee list should be attached and should indicate if a percentage of the fees will be used for capital purposes
- ◆ Information regarding any application and/or enrolment fees that may apply and any possible forfeiture of these fees
- ◆ Question as to whether the student will be an overseas student
- ◆ Declaration by the parents that the information provided is true and correct

Note: Where applicable, the application form should be signed by both parents.

◆ Reporting Area 9: School Policies

Summary of Policies:

The Sathya Sai Primary School seeks to provide a safe and supportive environment in which students are secure and minimizes any risk of harm. Our universal Human Values Philosophy underpins all our policies.

To ensure that all aspects of the school's mission for providing for the students' welfare are implemented the following policies and procedures were in place or developed in 2007:

- **Student Welfare**

The Sathya Sai Primary School seeks to provide a safe and supportive environment which minimises the risk of harm and ensures students feel secure. Our universal Human Values Philosophy underpins our Welfare Policy and supports students through values that promote healthy relationships in their physical, social, academic and spiritual development.

Sathya Sai Primary School - 'The End of Education is Character'

Policy	Changes in 2007	Access to full text
Student Welfare Child Protection Policy encompassing <ul style="list-style-type: none"> • Definitions and concepts • Legislative requirements • Preventative strategies • Reporting and investigating reportable conduct of employees • Investigation processes • documentation 	Nil	Available in office Parents may request a copy by contacting the school secretary
Student Discipline <ul style="list-style-type: none"> • Code of conduct for staff • Code of conduct for students • Behaviour management 	Reviewed in 2007	Available in teachers' handbook and Parent Handbook. A copy of the policy is displayed in the school hall. A full copy of the policy is available on request.
Grievance Policy <ul style="list-style-type: none"> • Procedures for staff • Procedures for parents • Procedures for students 	Nil	Available in staff handbook Available in parent handbook Available in student Wellbeing and Discipline Policy Full copies of policies are available on request.
Privacy Policy	Reviewed in 2007	Available in office
Aboriginal and Equity Policy	Nil	Full text in parent handbook
Absences and lateness	Nil	Full text in parent handbook
Environmental Policy	Nil	Full text in parent handbook
Excursions and Field Trips	Nil	Summary in parent handbook Full text available by request from office
School uniform	Nil	Full text in parent handbook
Special Approaches to Teaching and Learning in the classroom – EHV	Under review	Summary in parent handbook Full text available on request from Principal
Wet weather policy	Nil	Full text in parent handbook
Disability Policy	Nil	Full text available by request

Wellbeing and Discipline Policy

- Our student wellbeing and discipline policy is based on our philosophy grounded in the five Human Values of Love, Peace, Truth, Right Conduct and Non Violence. Infringements of discipline are addressed in terms of what value the child is not displaying. Since staff are required to model the values corporal punishment is strictly excluded on the basis of our value of Non-Violence.

Grievance Policy

Reporting Complaints and Resolving Grievances

- Because our school philosophy is grounded in the five human values we have both a desire and a responsibility to ensure that all staff and students maintain a high standard of conduct. Grievances are managed and resolved, promptly and fairly. Our Grievance Resolution Policy is aimed at providing a harmonious, happy and productive school environment. The school's policy for dealing with complaints and grievances includes processes for raising and responding to matters of concern identified by staff, parents students. All policies that refer to the processes for grievances are available at the office on request.

◆ **Reporting Area 10: School determined improvement targets**

Goals for 2007

Achievement of Priorities identified in the school's 2006 Report

Teaching and Learning <ul style="list-style-type: none"> Literacy 	Priorities To improve standard of reading skill. In 2006 all students were tested on "Reading Levels" and the Burt Reading Test.	Achievements As a result of the reading program when the children were retested substantial gains in reading age had been achieved by most students.
Curriculum and Character Development	<ul style="list-style-type: none"> Teaching positive relationship behaviours Encouragement of student responsibility Promoting a healthy lifestyle Conserving resources 	Due to our SSEHV Program there is no overt bullying in the school The STC Program has enhanced student participation in school decision making A successful health week program was run with parent participation The school re-cycling program was reviewed and extended
Building and Grounds	Preparation of adjacent block for building of new classrooms	The site was cleared of all rubbish – top dressed and grass sown

2007 Priorities for improvement

Area	Priorities
Teaching and Learning	<ul style="list-style-type: none"> Upgrading of IT Resource Room and installation of new server Database software for library and assets register Literacy – to conduct Burt test on all students in order to get further benchmarking of students Move towards attaining common planning templates for teachers and introducing a common language of rubrics and assessment criteria for students work Introduction of thinking skills Further use of cooperative learning techniques Explicit teaching of collaborative skills Continuous assessment throughout the year
Staff Development	To offer staff further training in EHV through a Diploma Course conducted by the Institute of Sathya Sai Education To offer staff further training in Child Safety and Protection Procedures
Further integration of Human Values into the BOS Curriculum	In our rubrics criteria to incorporate values based statements to create an awareness of how practicing the values can enable the child to meet the BOS outcomes
Administration	Commence a review of all school policies and processes including the financial area and produce a School Strategic Plan

◆ **Reporting Area 11: Initiatives promoting respect and responsibility**

At the Sathya Sai Primary School we believe that education is not only about promoting academic excellence, education must incorporate values which promote respect and responsibility through healthy relationships. Our EHV Program assists children in developing positive and healthy relationships. The

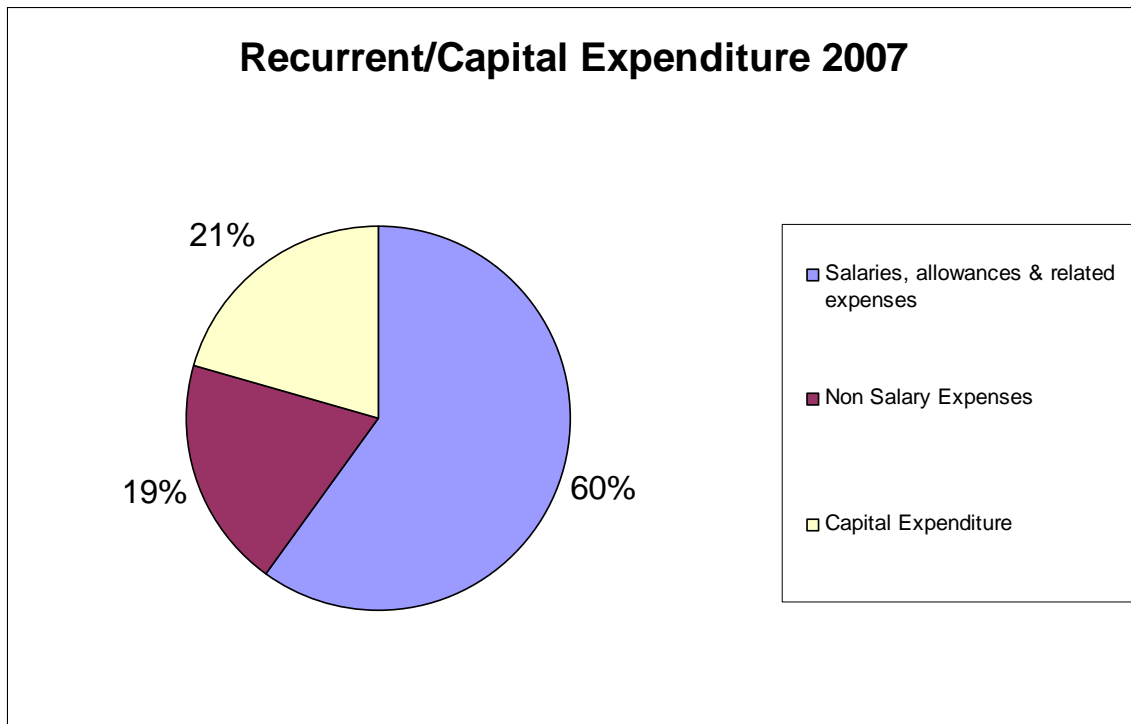
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program examines and promotes pro-active and pro-social behaviours that assist in creating an environment in which respect and responsibility are the prime outcomes.

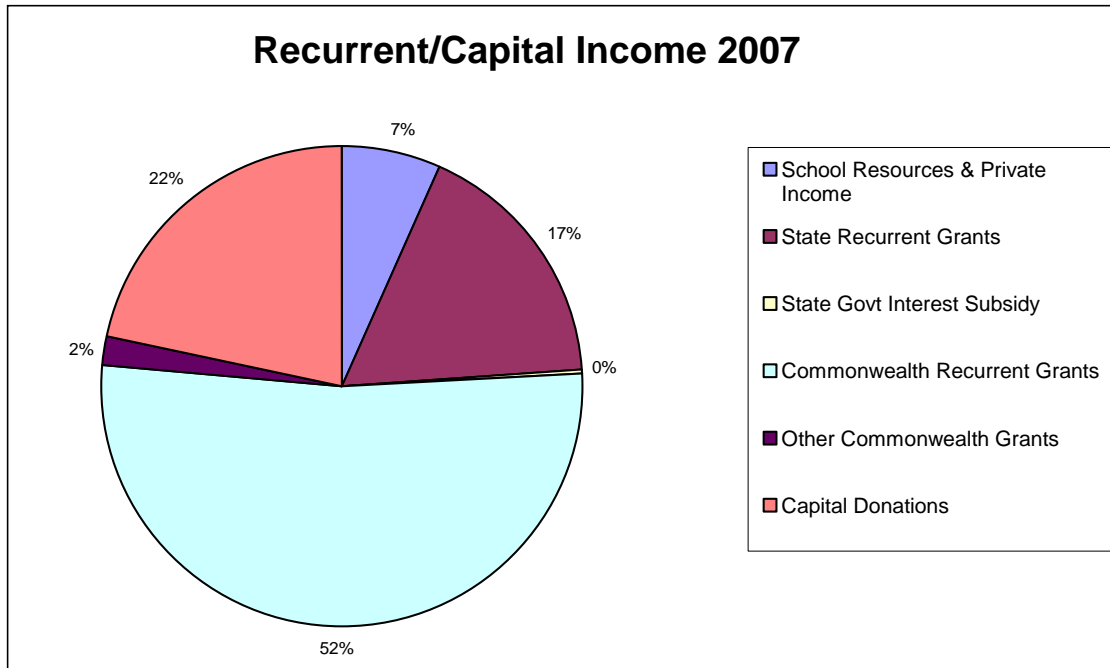
Initiatives promoting respect and responsibility:

- Weekly EHV lesson
- Integration of values into the wider curriculum
- Promotion of the National Framework of Values
- Community service such as monthly singing at the local nursing home and participating in Harmony day activities and students voluntarily participating in the 'SMILEY' club in which students make quilts for sick children in the local hospital.

◆ Reporting Area 13 – Summary Financial Information



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Information prepared by P. Young – Accounts and Finance Officer from data in 2007 Financial Questionnaire.